

**Council on Postsecondary Education
Quality and Accountability Policy Group
May 21, 2007**

Revisions to Minimum College Admission Requirements

Recent changes in Kentucky's education policies and the final report from the Developmental Education Task Force approved by the Council in April 2007 recommend needed changes to the administrative regulation establishing public college admission requirements and mandatory assessment and placement of first-time students.

Action: The staff recommends that the Council approve the revised administrative regulation 13 KAR 2:020 guidelines for admission to the state-supported postsecondary education institutions in Kentucky. The staff will report back to the Council on changes made during the administrative regulation review process.

13 KAR 2:020 is Kentucky's comprehensive administrative regulation, set by the Council on Postsecondary Education, that establishes minimum admission requirements for entering Kentucky's public colleges and universities, conditional admissions qualifications, transfer admissions and advising obligations, dual credit provisions, and institutional responsibilities to students who start college underprepared for college-level work. The regulation was last revised in 2000. Since that time changes have been made in the required high school curriculum, the Kentucky Community and Technical College System organizational restructuring has been completed, recommendations of the Developmental Education Task Force have been released, and Kentucky's Statewide Public Postsecondary Placement Policy has been approved. These changes require revisions in this administrative regulation. The proposed draft of the regulation revision is attached. An explanation of the major educational policy changes and the corresponding recommendations for the minimum college admission regulation follows.

In fall 2006, the Kentucky Board of Education approved a new, more rigorous high school curriculum that is very closely aligned to the existing pre-college curriculum. No changes are proposed in the pre-college curriculum for admission to college. Revisions in the regulation remove the temporary curriculum requirements that were put in place between 2000 and 2004 to transition to the full implementation of the current pre-college curriculum.

In November 2004, the Council approved a statewide placement policy based on research conducted during Kentucky's participation in the American Diploma Project and faculty reviews of admissions expectations. Also, research is now available from ACT to predict student success in college courses based on their level of preparation as entering students. The proposed revision inserts language of the Statewide Public Postsecondary Placement Policy, with the provision that meeting these ACT thresholds does not guarantee admission to

the institution, only placement in credit-bearing courses. The changes in threshold are consistent with the recommendations of the Developmental Education Task Force endorsed by the Council at its April 2007 meeting.

The remaining changes would be effective fall 2009 to allow enough time for institutional reviews and enhancements in their developmental education program delivery. Pending support in the Council's 2008-2010 budget, institutions will receive funds for infrastructure improvements as early as July 2008. Also, the entering freshmen of 2009 who are Kentucky high school graduates will have participated in mandatory ACT testing as juniors in the 2007-08 academic year as part of the state Educational Planning and Assessment System implementation.

The February 2007 release of *Securing Kentucky's Future: A Plan for Improving College Readiness and Success* recommends several changes in the assessment and placement regulations to provide more support for underprepared first-time college students. As a result of this work, the revised regulation increases the statewide standard of readiness in mathematics to 19 and the statewide standard of readiness in reading to 21. This increase in the statewide standard for college readiness does not change institutional admissions criteria but simply sets a higher standard for preparation. All enrolled students who score below the standard must receive an intervention of additional institutional placement testing, developmental instruction, or college-level course enrollment with supplemental instruction.

The next three regulation revisions are proposed based on the recommendations made by the Developmental Education Task Force supported by the research of best practices reviewed by the task force. Underprepared students must receive developmental education during their first term of enrollment, must enroll in developmental or supplemented courses consecutively, and must enroll in credit-bearing courses immediately following the completion of their developmental coursework. Together these changes provide the necessary support for underprepared students. Council studies of college readiness show that 20 percent of the students who were underprepared in mathematics did not enroll in any mathematics courses, developmental or college-level, during their first two years of college. The same was true for students who were underprepared in reading. Moreover, underprepared students currently drop out after the first year of college at twice the rate of prepared students. National studies show that effective developmental education that conforms to the changes recommended here dramatically improves the success of underprepared students.

Changes in the structure of KCTCS have also occurred and should be captured in this administrative regulation update. References to separate community and technical college campuses and to Lexington Community College are being removed.

The process of revising an administrative regulation, established by the Legislative Research Commission, will be initiated with Council approval of this revised regulation. The Council staff has distributed drafts of the changes to representatives from the Kentucky Department of Education, the P-16 Council, the Education Professional Standards Board, the Statewide Mathematics Placement Testing Group, the chief academic officers of the public

postsecondary institutions and KCTCS, the Kentucky Association for Developmental Education, and the Kentucky Association of Collegiate Registrars and Admissions Officers. The administrative regulation will go through a public hearing and review by the Administrative Regulation Subcommittee and the Interim Joint Committee on Education.

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